
Christian Religious Studies Curriculum Implementation: Do Teacher's Activities, Students' Activities, and Instructional Materials Matter?

Ayodeji Francis Fasuba

Ekiti State University, Ado-Ekiti, Nigeria

ORCID: <https://orcid.org/0009-0007-5352-1239>

ayodeji.fasuba@eksu.edu.ng

Omolara Bidemi Ogundele

Ekiti State University, Ado-Ekiti, Nigeria

omolara.ogundele@eksu.edu.ng

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Abstract: *Teacher's activities, students' activities, and instructional materials are instrumental to successful curriculum implementation, and students' academic performance. This study examined Christian Religious Studies Curriculum Implementation: Do Teacher's Activities, Students' Activities, and Instructional Materials Matter? The sample of one hundred and twenty students and eight teachers was selected from the public Secondary Schools in Ado-Ekiti, Ekiti State. Two instruments were used for data collection: questionnaire and CRS Achievement Test (CRSAT). The data collected was analyzed using descriptive statistics of simple percentage, mean and standard deviation to answer the research questions, while inferential statistics of t-test and linear regression were used to test the hypotheses. Findings from the study showed that both the CRS teachers and students are performing their respective activities as indicated in the CRS curriculum, and that the CRS students' activities in curriculum implementation have no significant influence on the academic performance of CRS students. It was recommended that researchers and stakeholders in education industry should look beyond the CRS curriculum implementation in finding solutions to the unsatisfactory academic performance of the CRS students at the senior secondary classes in Ekiti State public secondary schools.*

Keywords: Christian Religious Studies, curriculum implementation, teacher's activities, students' activities, instructional materials

INTRODUCTION

Curriculum implementation at any level (primary, secondary and tertiary education) of academic endeavour involves the following but not limited to: teacher's activities, students' activities and instructional materials. These three variables are clearly captured in any school subject curriculum, explaining what the roles of both the curriculum implementer (teacher) and curriculum receivers (students) should be, and the type of instructional materials the teacher should deploy based on the topic being taught during instructional process. These variables are germane to curriculum implementation because of their relevance in promoting effective teaching and learning, thereby making it possible the realization of curriculum objectives for which it has been designed. The teacher and the students must be appropriately effective and active during instructional process, while instructional materials must be adequately supplied, relevant, and appropriately utilized before effective teaching and learning can be achieved. This is to say that the three of them must be in perfect order and relationship before teaching and learning can be effectively undertaken such that the teacher can be said to have taught and the students learnt.

The Christian Religious Studies (CRS) curriculum is no exception to the scenario presented here, as the teacher's activities, students' activities, and instructional materials to be used are clearly described under each topic in order to ensure that the curriculum is successfully implemented. The sample of the CRS curriculum is presented in table 1 below.

Table 1: CRS curriculum

Theme 1: The Sovereignty of God

No	Topic	Performance Objectives	Content	Teacher's Activities	Students' Activities	Teaching and Learning Materials	Evaluating Guide
1	God the Creator	Students should be able to: Explain the meaning of sovereignty; Discuss the sovereignty of God over His creation; Explain what it means to submit to God's	God, the creator of man and all things (Gen. 1&2; Psalms 19:1-6. Sovereignty of God over His creation (Isaiah 45:1-12.	Ask students to distinguish between things created by God and those made by man. Guide discussions on the meaning of: The	Read the biblical passages. Distinguish between things created by God and those made by man. Recognize that even man-made things are sourced from	Samples of objects made by man and those created by God. A picture of a potter at work. Film clips of some space exploration. Film clips of life on the on the ocean floor.	Students to: Explain the meaning of sovereignty; Give examples from relevant passages that show God's sovereignty

		sovereignty over their own lives.	Sovereignty of God over individual lives (Daniel 4: 4-37.	sovereignty of God; Limitations of man in creating life; The implication of God's sovereignty over students' lives.	God's creation. Discuss the meaning of sovereignty. Discuss the implication of God's sovereignty over their own lives.	Songs, e.g. "Have thine own way, Lord..." "Oh Lord my God..."	in creation; List 5 words each to describe the different aspects of God's sovereignty; Explain what it means for each to submit to God's sovereignty over his or her life.
2	God, the Controller of the Universe	Students should be able to: Recognize God as the sustainer of all creation; Recognize their dependence on God; and Recognize the sovereignty of God in the affairs of man and nations.	God controls the universe (Gen.1:26-31; Amos 9: 1-6); God controls the affairs of nations (Jer. 18:1-6); God controls the affairs of individuals (Psalms 127:1-3; Jer.29:11; Rom. 8:28.	Raises questions that stimulate students to discuss. Guide students in their discussions.	Suggest ways in which God sustains the universe. Imagin what happens if God withdrew from the world! Read and summarise the biblical passages. Discuss how human beings are dependent on God. Discuss whether or not man has been a faithful steward of God's creation.	World map. Map showing Nigeria's natural resources.	Students to: Explain how God is the sustainer of creation; Show in what ways human beings are dependent on God; Illustrate the sovereignty of God in the affairs of man.

Much as this provision is made in the curriculum, it appears that the teaching and learning of CRS in Ekiti State public secondary schools are not effectively undertaken because of the factors assumed to be the CRS teacher (teacher's activities), students (students' activities), and instructional materials. The CRS teacher could be the source of the problem if appropriate teaching methods and techniques, and instructional materials are not utilized to engage the students in active participation during instructional process. In this case, the students are involved when they are not active or responding to teaching as a result of the teacher's inability to arouse their interest in

teaching and learning process. The instructional materials could also be the source of the problem if they are not provided, relevant, utilized or appropriately utilized.

Consequent upon this, it seems that the students are not interested in offering CRS as a school subject despite its relevance in the moral and character formation of the child, and its roles in nation building. This has greatly affected the number of students offering CRS at the senior secondary classes as students' population is at its lowest ebb. In addition, the students' academic performance in both internal and external examinations has been described as unsatisfactory. Hence, Victor-Akinyemi and Aiyedogbon (2024) observe that there is a growing perception suggesting that Christian Religious Studies curriculum is not effectively implemented in the Nigerian primary and secondary school, as no much impact on the lives of the receiving students seems to have been observed over the time. This has been hinged on the assumption that the set moral objectives of Christian Religious Studies curriculum have not surfaced in the behaviors of the students.

Many stakeholders in education industry in Ekiti State are worried about this situation and the moral laxity it has created among youths. It is therefore necessary to investigate whether the CRS curriculum is being implemented as indicated based on teacher's activities, students' activities and instructional materials (which are the determinants of any successful curriculum implementation and students' academic performance), and find out the effect of the implementation (based on the three variables: teacher's activities, students' activities and instructional materials) on the CRS students' academic performance. This is to determine whether the assumption that the three variables are responsible for the current problem or some other factors yet to be identified. Meanwhile, the following research questions and hypotheses are generated and formulated for the study:

Research Questions

- i. Do CRS teachers implement the curriculum according to the teacher's activities and utilize instructional materials?
- ii. Do CRS students participate in curriculum implementation according to the students' activities?
- iii. What is the students' academic performance in CRS curriculum implementation after evaluation?

Research Hypotheses

- i. There is no significant difference between CRS teachers' activities with utilization of instructional materials and CRS students' activities in curriculum implementation after evaluation.

- ii. Students' activities in curriculum implementation have no significant influence on the academic performance of CRS students.

LITERATURE REVIEW

In any way curriculum is defined, it must definitely refer to a body of knowledge to be transmitted, an attempt to achieve certain ends in students, a process and praxis. It is on this premise that Ogundele et al (2020) define curriculum as the process by which knowledge and skills are transmitted or delivered to learners by the most effective methods that can be devised. According to Kachingwe and Nithyanantham (2023), curriculum is the guide that outlines the knowledge, skills, values, and attitudes that learners are expected to acquire. It is evident from these definitions that any discussion on curriculum must include the teacher who is to teach, the knowledge or content to be taught, the students to be taught, and the methods or instructional materials to be used. This is because they are important components that define the nature of a good curriculum. But it should be stated that having a good curriculum does not determine the quality of education provided as it does the curriculum implementation.

Hence, curriculum implementation involves the translation of the curriculum into actual teaching and learning activities (Kachingwe and Nithyanantham, 2023). The teaching and learning activities here take place with the involvement of the teacher to teach and the students to be taught. In line with this affirmation, Nnabuike et al (2016) posit that curriculum implementation entails the interaction of the learner and the curriculum contents under the guidance of the teacher in order to acquire desired knowledge, attitudes, abilities and skills. They further explain that curriculum implementation equally connotes the activities of all those concerned with the provision and distribution of materials that will enhance the achievement of the teaching and learning objectives. Such materials include but not limited to textbooks, instructional materials, desks, and conducive environment. This is because for the curriculum contents to be effectively implemented at any stage of the educational system, some materials which are expected to compliment the classroom activities of the teacher should be provided for effective implementation. In line with this position, Kachingwe and Nithyanantham (2023) argue that successful curriculum implementation is essential for achieving high academic performance, and it requires a conducive learning environment, well-trained teachers, and adequate resources.

Emphasizing on the roles of the teacher in curriculum implementation, furthermore, Gautam (2015) affirms that curriculum implementation refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, schemes of work and lessons to be delivered to students. As the major implementer of the curriculum, the teacher sets up learning opportunities aimed at enabling learners acquire the desired knowledge, skills, attitudes and values (Ilechukwu, 2014). According to Oluoch-Suleh, & Osuji (2020), at every lesson, teachers should use learner-centred approaches such as drama, role play, debate, discussion, and demonstration, in teaching. Furthermore, they have to use varied instructional resources such as video clips, charts,

maps, PowerPoint, and realia in teaching. These will help to sustain the interest of the students, help them to understand what they have been taught, and help transform their lives positively. The role of the teacher in curriculum implementation is further described by Nageen (2023) as that of a passionate facilitator in activities to achieve the educational goals prescribed by the curriculum. The teacher's role is significant in curriculum implementation besides their other functions, for example, learner supervision, discipline, respecting cultural diversity, building mutual bonds with parents, establishing a conducive atmosphere for learners, and facilitating to augment development and learning in the classroom (Haqea et al, 2022). In addition, Ilechukwu (2014) posits that the teacher should establish effective classroom climate, student motivation, management of materials and supplies, physical conditions for instruction, use of time, routines and a monitoring system in the classroom for efficient instruction and quality education. From the foregoing discussion, therefore, available information reveals that the teacher's role in curriculum implementation is indispensable for the overall achievement of curriculum objectives at any level of education. Hence, the teacher's activities in the classroom matter for effective teaching and learning to be achieved.

However, it is important to note that curriculum implementation cannot take place without the learner. The learner is therefore the central figure in the curriculum implementation process. Implementation takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society (Gautam, 2015). In this case, Kabiru et al (2024) defines curriculum in relation to the learner as a deliberate plan through which learners will be made to interact with content knowledge, learning activities and learning materials to acquire expected learning outcomes. According to Nnabuike (2016), the learner for whom the programme is being planned interacts with the contents and materials in order to acquire the necessary skills, attitudes and abilities. Gautam (2015) argues that the learners hold the key to what is actually transmitted and adopted from the official curriculum. This is because the curriculum is planned to meet the social, intellectual, physical and integrative needs of the learners who are the most precious resource for moulding. Learners are active participants and recipient in curriculum implementation. They have some work to do in the education process. Most importantly, teachers should note that student should be ready and willing to learn, otherwise teaching becomes a futile exercise and learning will not take place. Besides, people learn in different ways because of individual differences. Secondly, interests, needs, values of the learners differ too. This means that the teacher should employ varied methods or technique so that each learner will find a suitable method that will help him to learn. Without the co-operation of the learners, curriculum implementation cannot be realistic (Ilechukwu, 2014). Based on this argument, Gautam (2015) affirms that the learner factor influences teachers in their selection of learning experiences, hence the need to consider the diverse characteristics of learners in curriculum implementation. For example, home background and learner ability can determine what is actually achieved in the classroom.

It should be observed that the relevance of instructional materials in curriculum implementation cannot be over emphasized. Therefore, instructional materials are educational tools that are utilized

to illustrate teaching content, making learning more concrete and less abstract. Instructional material improves factual information acquisition and retention by giving a more realistic experience. Not only does instructional material provide the necessary actual experience, it also assists pupils in integrating previous knowledge (Sabina et al, 2022). According to Addisalem et al (2024) teaching and learning can be made more effective by the use of available instructional materials. Teachers want to convey their ideas to their pupils in the most straightforward, meaningful, and useful way possible. When imparting knowledge, instructional materials act as a conduit between the teacher and the pupils. It is used to divert pupils' attention and get rid of boredom. Teachers rely on instructional materials in every aspect of teaching. For background knowledge on the subject they are teaching, they require instructional materials. Teachers also need to use these materials to assess their students. By offering a range of relevant and first-hand experiences, these resources give students the chance to increase their knowledge. Hence, curriculum implementation is the actual engagement of the learner with planned learning opportunities; this planning includes the instructional materials that will be used for its implementation at the appropriate stages Nnabuike (2016). He submits that the ability and effectiveness of the teacher to carry out curriculum implementation depends to large extent on some variables like availability of resources (instructional materials) among others. In addition, Ilechukwu (2014) observes that successful curriculum implementation depends to a large extent on the availability and utilization of adequate instructional materials or learning resources. This implies that, according to Addisalem et al (2024), utilizing instructional resources to teach and learn can have a favorable impact on students' performance. Accordingly, learners may do poorly if instructional resources are not used because there may be less interaction and comprehension during the learning process.

RESEARCH METHOD

The population of the study comprised all the Senior Secondary School (SSS II) students and teachers of Christian Religious Studies in Ekiti State public Secondary Schools during the 2023/2024 academic session. The sample of one hundred and twenty students and eight teachers was selected from the public Secondary Schools in Ado-Ekiti Local Government Area of the State (population). The SSS II students of Christian Religious Studies were selected for the study based on the fact that they have been participating in CRS curriculum implementation right from their SSS I, and it is believed that they have gathered relevant information on CRS curriculum implementation to enable them answer simple questions relating to instructional procedure.

Two instruments were used for data collection: questionnaire and CRS Achievement Test (CRSAT). The questionnaire consisted of five (5) items each for students and teachers, making a total of ten items of questionnaire on a Likert Rating Scale. The structured questionnaire was designed by the researchers. It was drawn from the context of the problem on teacher's activities, students' activities, and instructional materials designed to collect information from the teachers

and students of CRS. The CRS Achievement Test (CRSAT) was used for measuring the learners' academic performance in CRS. The instrument contained standardized CRS questions set by West African Examination Council (WAEC) which is responsible for the conduct of SSCE examinations in West Africa and was adapted by the researcher. The CRS Achievement Test (CRSAT) consisted of 50 objective items.

The initial draft of the instruments were given to experts in CRS, and Test and Measurement Department, Faculty of Education, Ekiti State University for face and content validity after which necessary corrections were made. A split half method was used to ascertain the reliability of the instruments and the result obtained was 0.68. This was significant enough for the work at 0.05 level of significance. The data collected was analyzed using descriptive statistics of simple percentage, mean and standard deviation to answer the research questions, while inferential statistics of t-test and linear regression were used to test the hypotheses at 0.5 level of significance.

RESULTS

Research question 1: Do CRS teachers implement the curriculum according to the teacher's activities and utilize instructional materials?

Table 2: CRS curriculum implementation based on teachers' activities and instructional materials utilization

S/N	Items	SA	A	D	SD	Mean	Std. D
1	I lead and guide students in discussions, and ask them questions based on the topic being taught.	43 (35.8)	63 (52.5)	14 (11.7)	0 (0.0)	3.24	.648
2	I utilize relevant instructional materials according to the topic being taught during instructional process.	44 (36.7)	43 (35.8)	19 (15.8)	14 (11.7)	2.98	1.000
3	I engage the students in active participation through classroom based activities such as reading biblical passages, answering questions, etc.	36 (30.0)	58 (48.3)	19 (15.8)	7 (5.8)	3.03	.835
4	I arouse students' interest in teaching and learning by raising issues that stimulate discussions, and by using instructional materials.	51 (42.5)	50 (41.7)	12 (10.0)	7 (5.8)	3.21	.849
5	I make effective use of the chalkboard during instructional process by writing important information and notes for students to see, jot and copy.	46 (38.3)	55 (45.8)	0 (0.0)	19 (15.8)	3.07	1.010
Mean average						3.11	0.868

Table 2 shows how CRS teachers implement the curriculum based on the teachers' activities and instructional materials utilization. The result reveals that 88.3% of the respondents confirms that teachers lead and guide students in discussions and ask topic-related questions (Mean=3.24,

SD=0.648). Meanwhile, 72.5% of the respondents agreed that they utilize instructional materials appropriately (Mean=2.98, SD=1.000). Active student participation through classroom activities like reading biblical passages and answering questions was supported by 78.3% of the respondents (Mean=3.03, SD=0.835), while arousing students’ interest through stimulating discussions and instructional materials was affirmed by 84.2% of the respondents (Mean=3.21, SD=0.849). Moreover, 84.1% of the respondents agreed that they make effective use of the chalkboard for presenting important information and notes for students to see, jot and copy (Mean=3.07, SD=1.010). With an overall mean average of 3.11 (SD=0.868), the findings suggest that CRS teachers generally implement the curriculum effectively through prescribed activities and instructional material utilization, with particular strengths in fostering discussions and student engagement.

Research question 2: Do CRS students participate in curriculum implementation according to the students’ activities?

Table 3: CRS curriculum implementation and students’ participation according to the students’ activities

S/N	ITEMS	SA	A	D	SD	Mean	Std. D
1	I jot and take down notes during the CRS lesson.	4 (50.0)	4 (50.0)	0 (0.0)	0 (0.0)	3.50	0.053
2	I read biblical passages and participate in discussions according to the teacher’s instruction.	4 (50.0)	4 (50.0)	0 (0.0)	0 (0.0)	3.50	0.053
3	I answer questions by the CRS teacher during teaching and learning process.	4 (50.0)	3 (37.5)	0 (0.0)	1 (12.5)	3.25	1.035
4	I ask questions on any concept I do not understand during the CRS lesson.	4 (50.0)	4 (50.0)	0 (0.0)	0 (0.0)	3.50	0.053
5	I listen to teacher’s explanations and reflect on them in order to make sense out of what is being taught.	5 (62.5)	3 (37.5)	0 (0.0)	0 (0.0)	3.63	0.518
Mean average						3.48	0.342

Table 3 reveals how CRS students participate in curriculum implementation through their expected activities. The result indicates that all respondents (100%) reported jotting down and taking notes during CRS lessons (Mean=3.50, SD=0.053). Similarly, 100% of the respondents confirm reading biblical passages and participating in discussions according to the teacher’s instruction (Mean=3.50, SD=0.053). When it comes to answering questions posed by the teacher, 87.5% of the respondents agreed that they answer questions during teaching and learning process (Mean=3.25, SD=1.035). Moreover, (100%) of the respondents agreed that they ask questions on any concept they do not understand during the CRS lesson (Mean=3.50, SD=0.053). In addition,

100% of the respondents agreed that they listen to the teacher’s explanations and reflect on them in order to make sense out of what is being taught (Mean=3.63, SD=0.518). The overall mean average of 3.48 (SD=0.342) shows a very high level of students’ participation in curriculum implementation according to the students’ activities.

Research Question 3: What is the students’ academic performance in CRS curriculum implementation after evaluation?

Table 4: Students’ academic performance in CRS curriculum implementation after evaluation

Performance	Frequency	%
Low (<= 31)	83	69.2
Moderate (32 – 45)	23	19.2
High (46+)	14	11.7
Total	120	100.0

Table 4 presents students’ academic performance in Christian Religious Studies (CRS) curriculum implementation after evaluation. The result shows that out of 120 students a significant majority of them, 83 students (69.2%), achieved low performance scores (<=31); 23 of them (19.2%) recorded moderate performance (scores between 32 and 45); while only 14 of them (11.7%) attained high performance (scores of 46 and above). The findings suggest that the academic performance of students in CRS curriculum implementation after evaluation is predominantly low, with nearly 70% of the students underperforming. This suggests potential gaps in the effectiveness of curriculum implementation, teacher’s activities, and students’ activities.

Research Hypotheses

Hypothesis 1: There is no significant difference between CRS teachers’ activities with utilization of instructional materials and CRS students’ activities in curriculum implementation after evaluation.

Table 5: t-test analysis of difference between CRS teachers’ activities with utilization of instructional materials and CRS students’ activities in curriculum implementation after evaluation

Variables	N	Mean	Std. D	Df	T	p-value
CRS students activities	120	15.52	3.430	126	-1.508	0.134
CRS teachers activities with utilization of instructional materials	8	17.38	2.264			

Table 5 presents analysis of the results of difference between CRS teachers’ activities with utilization of instructional materials and CRS students’ activities in curriculum implementation after evaluation. The result shows that teachers’ activities with utilization of instructional materials (N=8, Mean=17.38, SD=2.264) and students’ activities (N=120, Mean=15.52, SD=3.430) do not differ significantly (t= -1.508; P= 0.134). Since the p-value (0.134) is greater than the conventional significance threshold of 0.05, the null hypothesis is not rejected. This indicates that there is no statistically significant difference between the activities of CRS teachers with utilization of instructional materials and CRS students in curriculum implementation. The findings highlight that both the CRS teachers and students are performing their respective activities as indicated in the CRS curriculum at comparable levels, aligning with the CRS curriculum implementation objectives.

Hypothesis 2: Students’ activities in curriculum implementation have no significant influence on the academic performance of CRS students

Table 6: Linear Regression showing influence of students’ activities in curriculum implementation on the academic performance of CRS students

Model Summary						
Model	R	R ²	Adj R ²		Std. Error	
1	.134 ^a	.018	.010		13.876	
ANOVA						
Model		SS	df	MS	F	Sig.
1	Regression	412.563	1	412.563	2.143	.146 ^b
	Residual	22721.429	118	192.554		
	Total	23133.992	119			
Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	39.665	5.892		6.732	.000
	Student	-.543	.371	-.134	-1.464	.146

Table 6 presents linear regression analysis of the influence of students' activities in curriculum implementation on the academic performance of CRS students. The model summary indicates a weak correlation between students' activities in curriculum implementation and academic performance of CRS students, with a correlation coefficient (R) of 0.134 and an R-squared value of 0.018, meaning only 1.8% of the variance in academic performance is explained by students' activities. The adjusted R-squared (0.010) further suggests minimal explanatory power. The ANOVA results show that the regression model is not statistically significant ($F=2.143$, $p=0.146$), as the p-value exceeds the 0.05 level of significance. In the coefficient table, the unstandardized coefficient for students' activities ($B=-0.543$, $Beta=-0.134$) reveals a negative but weak relationship with academic performance, and the t-value (-1.464 , $p=0.146$) confirms this effect is not statistically significant. Therefore, the null hypothesis is not rejected. Hence, CRS students' activities in curriculum implementation have no significant influence on the academic performance of CRS students.

DISCUSSION

This study examined Christian Religious Studies Curriculum Implementation: Do Teacher's Activities, Students' Activities, and Instructional Materials Matter? The t-test result of the study from hypothesis 1 reveals that the teachers' activities with utilization of instructional materials and students' activities do not differ significantly. This indicates that there is no statistically significant difference between the activities of CRS teachers with utilization of instructional materials and CRS students in curriculum implementation. The findings highlight that both the CRS teachers and students are performing their respective activities as indicated in the CRS curriculum at comparable levels, aligning with the CRS curriculum implementation objectives. This suggests that the CRS students were able to perform their prescribed activities as indicated in the curriculum because of the CRS teacher's effectiveness in implementing the curriculum according to the teacher's activities and utilization of instructional materials. This establishes the fact that the teacher is instrumental to students' activeness or inactiveness during instructional process, depending on his effectiveness in implementing the curriculum according to the prescribed activities. Besides, it also indicates that the academic performance of the CRS students is expected to be satisfactory since the curriculum is implemented accordingly.

Therefore, the findings agree with the findings by Nwube (2023) that teacher's methodology and use of teaching and learning resources influence the implementation of Christian Religious Studies curriculum in public secondary schools in Ikwo Local Government Area of Ebonyi State. The findings are similar to the view held by Nageen (2023) that the teacher's part in the application of

the curriculum cannot be denied, and their role is of great value. If teachers are passionate and skilled in their academic and professional skills, they can enforce all this potential on their students. The teacher provides a base or foundation for curriculum implementation, and if the teacher does not play their role well, then the whole planning will flop. In addition, the affirmation by Ilechukwu (2014) that the learners on their own are actively involved in the process of interaction with learning activities, agrees with the findings.

The result from hypothesis 2 reveals that the model summary indicates a weak correlation between students' activities in curriculum implementation and academic performance of CRS students. By implication, it means that the CRS students' activities in curriculum implementation have no significant influence on the academic performance of CRS students. This implies that their active participation in curriculum implementation according to students' activities does not translate to academic success for them. Definitely, the unsatisfactory academic performance of the students of CRS is not as a result of the factors assumed to be the CRS teacher (teacher's activities), students (students' activities), and instructional materials. Hence, the CRS curriculum implementation (based on the three variables: teacher's activities, students' activities and instructional materials) has no effect on the CRS students' academic performance. This implies that factors other than the assumed ones are responsible for their unsatisfactory academic performance. Meanwhile, the findings are at variance with the findings by Fasuba (2024) that that pupils taught using the chalk and talk method with visual instructional materials performed significantly better than those taught using the chalk and talk method without visual instructional materials.

CONCLUSION

It has been established through findings from the study that there is no statistically significant difference between the activities of CRS teachers with utilization of instructional materials and CRS students in curriculum implementation. The findings highlight that both the CRS teachers and students are performing their respective activities as indicated in the CRS curriculum at comparable levels, aligning with the CRS curriculum implementation objectives. By implication, this shows that the CRS curriculum is implemented as appropriate: both the CRS teacher and the students are performing their individual activities as indicated in the curriculum to ensure effective teaching and learning, and for the overall achievement of the CRS curriculum objectives. It also implies that the CRS teacher is using appropriate teaching methods and instructional materials to facilitate effective teaching and learning in such a way that the students are able to participate actively during instructional process. In addition, findings from the study have revealed that there is a weak correlation between students' activities in curriculum implementation and academic performance of CRS students. By implication, it means that the CRS students' activities in

curriculum implementation have no significant influence on the academic performance of the students. This is a clear indication that effective teaching and learning do not necessarily guarantee academic success at all times. Since it has been established that there is no relationship between the CRS students' active participation in curriculum implementation and their academic performance, therefore, it can be inferred that some other factors are responsible for the CRS students' unsatisfactory academic performance, and that this does not have anything to do with the CRS curriculum not being properly implemented.

Recommendations

Based on the findings and the conclusion, it is recommended that:

- i. researchers and stakeholders in education industry should look beyond the CRS curriculum implementation in finding solutions to the unsatisfactory academic performance of the CRS students at the senior secondary classes in Ekiti State public secondary schools, and
- ii. beyond the CRS students' active participation in instructional activities in curriculum implementation, efforts should be made to find out if CRS examination questions are well structured by the teacher to measure what they are supposed to measure, and whether such questions are appropriately attempted and answered by the students, as this may be responsible for the CRS students' unsatisfactory academic performance. Besides, this will help rule out any relationship between the students' unsatisfactory academic performance and what happens in the classroom as per academic activities.

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